Course:	**TECA 1354-271~ Child Growth and Development**
Semester:	Fall 2024
Online Instructor:	Cherri Stallings
Class Times:	Tuesdays 6:00 – 8:50 pm, Room 128
Office:	Lubbock Career and Technology Center, Office 125 I
Office Hours:	Monday, Wednesday, Thursday 1:00-4:00 pm
	Tuesday 3:00-6:00 pm
	Friday By appointment https://calendly.com/cherristallings/advising
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"South Plains College improves each student's life."

GENERAL COURSE INFORMATION

Course Description

This course is a study of the principles of normal child growth and development from conception to adolescence. Focus is on the physical, cognitive, social and emotional domains of development with an emphasis on early and middle childhood.

Student Learning Outcomes

See attached NAEYC Associate Standards	NAEYC Standards
Summarize the principles of growth and development and developmental stages in various domains.	S1 S3
Knows the typical stages of cognitive, social, physical and emotional development.	
Discuss theories of development.	
Discuss the impact of developmental processes on early childhood practices and types and techniques of observation.	
Explain the importance of play.	
Demonstrate skill in practical application of developmental principles and theories, observation techniques and recognition of growth and developmental patterns.	

Course Objectives (Scans and Foundations Skills noted)

1. **Summarize principles of growth and development.**
   a. Explain the principles of growth and development. (C-5)
   b. Analyze how specific factors(e.g., those related to prior experiences, classroom grouping practices, stress, family life, nutritional and physical status, etc) that may affect individuals one or more developmental domains.
   c. Understands the lifelong impact of multiple influences and experiences on individual development and on society. (C14)
2. **Knows the typical stages of cognitive, social, physical and emotional development.**
   a. Explain the process of prenatal development from conception to birth. (F-11)
   b. Describe physical, fine and gross motor and perceptional development from conception to adolescence.
   c. Explain cognitive development from conception through adolescence and demonstrates knowledge of developmental changes in thinking (i.e., from primarily concrete thinking to the ability to reason and think logically to understand cause and effect, and to organize information systematically.
3. **Discuss theories of development.**

a. Analyze theoretical approaches, research and theorists.
   b. Describe the interaction of biological and environmental influences on growth and development.
   c. Understands the role of learning theory in the instructional process and uses instructional strategies and appropriate technologies to facilitate learning. (i.e. Connecting new information and ideas to prior knowledge, making learning meaningful and relevant.)
4. **Discuss the impact of developmental processes on educational practices.**
   a. Analyzes how developmental characteristics impact learning and performance.
   b. Accepts and respects individuals with diverse backgrounds and needs.
   c. Discusses how brain development research impacts classroom practice.
5. **Knows the stages of play development (i.e. from solitary to cooperative) play in children's learning and development.**
6. **Demonstrate skills in practical application of developmental principles and theories, techniques observation and recognition of growth and development patterns.**

Evaluation Methods
1. Attendance & participation in discussion
2. Weekly reading assignments.
3. Completion of weekly assignments
4. Classroom Design Project
5. Midterm and Final Exams

Academic Integrity

It is the aim of the faculty of South Plains College to foster a spirit of complete honesty and a high standard of integrity. The attempt of any student to present as his or her own any work which he or she has not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to serious consequences, possibly suspension.

Cheating: Dishonesty of any kind on examinations or on written assignments, illegal possession of examinations, the use of unauthorized notes during an examination, obtaining information during an examination from the textbook or from the examination paper of another student, assisting others to cheat, alteration of grade records, illegal entry or unauthorized presence in the office are examples of cheating. Complete honesty is required of the student in the presentation of any and all phases of coursework. This applies to quizzes of whatever length, as well as to final examinations, to daily reports and to term papers.

Plagiarism: Offering the work of another as one's own, without proper acknowledgment, is plagiarism; therefore, any student who fails to give credit for quotations or essentially identical expression of material taken from books, encyclopedias, magazines and other reference works, or from themes, reports or other writings of a fellow student, is guilty of plagiarism.

Scans Competencies	Foundation Skills
Resources	Basic Skills
Interpersonal Skills	Thinking Skills
Systems	Personal Qualities
Technology	

Verification of Workplace Competencies – **Capstone Experience**

Students will complete <u>Classroom Designs</u> as the key assessment in this class. A copy will be included in the student's **Professional Portfolio** during the CDEC 1292 capstone course.

Specific Course Requirements

Textbook and Materials

Child Growth and Development Authors: Paris, Ricardo, Rymond, and Johnson
https://socialsci.libretexts.org/Bookshelves/Early_Childhood_Education/Book%3A_Child_Growth_and_Development_(Paris_Ricardo_Rymond_and_Johnson)

Computer Requirements

It is the responsibility of the student to have the necessary computer resources and skills to take this class. Students are not required to purchase their own computer but must have access to one that meets specifications. Computer labs are available for student use on the Levelland, Lubbock, & Reese campuses.

> **You will need:**
> - **Microsoft Word**
> - **Adobe Reader**

> **See SPC Instructional Technology Resources:**
> http://www.southplainscollege.edu/instructional-technology/instructional-technology.php

> **FREE Office 365 for students** https://www.microsoft.com/en-us/education/products/office

> Adobe Acrobat Reader - **https://get.adobe.com/reader/**

Attendance Policy

Students are expected to be punctual and to attend all classes. Attendance will be taken at each class session using the sign-in process. It is the responsibility of the student to sign in during each class. More than three absences from class may result in withdrawal of the student from class. Two incidences of arriving late and/or leaving early will be counted as 1 absence. Attendance records will be considered in the computation of final grades. The last drop date for the college is **December 4, 2024.**

Assignment Policies

All assignments will be completed and/or submitted in Blackboard.

Assignments are due on the dates specified in the course calendar, by 11:59pm. Late assignments will be docked 10% of the value per week, unless prior arrangements have been made with instructor.

Please do not wait until the last minute to turn in assignments, or you may have problems.

Grading Policy

Attendance/Participation	375 points
Midterm Exam	100 points
Final Exam	100 points
Assignments (5 @ 25 points)	125 points
Classroom Floor Designs	300 points
	1000 points

Final Grades		
900-1000 points	90-100%	A
800-899 points	80-89%	B
750-799 points	75-79%	C
700-749 points	70-74%	D
699 points & below	(69%)	F

Communication Policy

➡ Primary communication between instructor and students in this course should take place through **Blackboard Mail**.

➡ Outside the Blackboard system, any electronic communication between instructor and students in this course will utilize the South Plains College email systems. Instructor will not initiate communication using private email accounts. Students are encouraged to **check SPC email on a regular basis**. *If you need to email the instructor you need to have the subject of the email to be TECA 1354 Child Growth and Development followed by the subject of the email. Example: TECA 1354 Child Growth and Development Question about Assignment 1*

➡ **Students may expect instructor responses to email messages within 48 hours.**

Student Conduct

Students are expected to follow the standards of student conduct as defined in the SPC Student Guide. Please read the guide that is posted on Blackboard

COURSE OUTLINE

1: Introduction to Child Development
1.1: Principles of Development
1.2: Periods of Development
1.3: Issues in Development
1.4: Research Methods
1.5: Developmental Theories
2: Conception, Heredity, and Prenatal Development
2.1: Heredity
2.2: Prenatal Development
3: Birth and the Newborn
3.1: Preparing for Childbirth
3.2: Childbirth
3.3: The Newborn
4: Physical Development in Infancy and Toddlerhood
4.1: Rapid Physical Changes
4.2: Proportions of the Body
4.3: Refexes
4.4: Gross Motor Skills
4.5: Fine Motor Skills
4.6: Sensory Capacities
4.7: Nutrition
4.8: Health
4.9: Sleep
5: Cognitive Development in Infancy and Toddlerhood
5.1: Piaget
5.2: Vygotsky
5.3: Cognitive Milestones
5.4: Language Development

5.5: Theories of Cognitive Development, Learning, and Memory
5.6: Memory and Attention
6: Social and Emotional Development in Infancy and Toddlerhood
6.1: Temperament
6.2: Personality
6.3: Infant Emotions
6.4: Social Emotional Milestones
6.5: Forming Attachments
6.6: Child Care
7: Physical Development in Early Childhood
7.1: Growth in Early Childhood
7.2: Nutritional Concerns
7.3: Tips for Establishing Healthy Eating Habits
7.4: Brain Maturation
7.5: Motor Skill Development
7.6: Sleep and Early Childhood
7.7: Toilet Training
7.8: Sexual Development in Early Childhood
7.9: Health in Early Childhood
7.10: Safety
8: Cognitive Development in Early Childhood
8.1: Piaget's Preoperational Intelligence
8.2: Vygotsky's Sociocultural Theory of Cognitive Development

8.3: Information Processing
8.4: Children's Understanding of the World
8.5: Milestones of Cognitive Development
8.6: Language Development
8.7: Early Childhood Education
8.8: Applications to Early Education
8.9: Cognitive Differences

9: Social Emotional Development in Early Childhood
9.1: Social and Emotional Milestones
9.2: Interactionism and Views of Self
9.3: Erikson- Initiative vs. Guilt
9.4: Gender Identity, Gender Constancy, and Gender Roles
9.5: Family Life
9.6: Peers
9.7: Play
9.8: Social Understanding
9.9: Personality
9.10: Social and Emotional Competence
9.11: Childhood Stress and Development

10: Middle Childhood - Physical Development
10.1: Brain Development
10.2: Physical Growth
10.3: Nutritional Needs
10.4: Exercise, Physical Fitness, and Sports
10.5: Physical Health
10.6: Childhood Mental Health
10.7: Managing Symptoms- Staying Healthy

11: Middle Childhood - Cognitive Development
11.1: Cognitive Theories of Intelligence
11.2: Piaget's Theory of Cognitive Development

11.3: Howard Gardner's Theory of Multiple Intelligences
11.4: Information Processing- Learning, Memory, and Problem Solving
11.5: Cognitive Processes
11.6: Intelligence Testing - The What, the Why, and the Who
11.7: Language Development in the School-Age Child
11.8: Introduction to Linguistics
11.9: Bilingualism - also known as Dual Language Learners or English Language Learners
11.10: Theories of Language Development
11.11: Learning to Read
11.12: Learning Difficulties

12: Middle Childhood - Social Emotional Development
12.1: Social Emotional Theories of Development
12.2: Self-Understanding
12.3: Motivation as Self-Efficacy
12.4: Gender Identity
12.5: Child and the Family
12.6: Friendships, Peers, and Peer groups
12.7: Peer Relationships
12.8: Aggression, Antisocial Behavior, Bullies, and Victims

13: Adolescence - Physical Development
13.1: Physical Growth
13.2: Brain Growth
13.3: Physical Changes in Adolescence
13.4: Adolescent Health- Sleep, Diet, and Exercise
13.5: Maintaining Emotional Health

SYLLABUS STATEMENTS

For current syllabus statements, please refer to: https://www.southplainscollege.edu/syllabusstatements/

SCANS COMPETENCIES

RESOURCES

C-1 **TIME** - Selects goal - relevant activities, ranks them, allocates time, prepares and follows schedules.

C-2 **MONEY** - Uses or prepares budgets, makes forecasts, keeps records and makes adjustments to meet objectives.

C-3 **MATERIALS AND FACILITIES** - Acquires, stores, allocates, and uses materials or space efficiently.

C-4 **HUMAN RESOURCES** - Assesses skills and distributes work accordingly, evaluates performances and provides feedback.

INFORMATION - Acquires and Uses Information

C-5 Acquires and evaluates information.

C-6 Organizes and maintains information.

C-7 Interprets and communicates information.

C-8 Uses computers to process information.

INTERPERSONAL–Works with Others

C-9 Participates as members of a team and contributes to group effort.

C-10 Teaches others new skills.

C-11 Serves Clients/Customers–works to satisfy customer's expectations.

C-12 Exercises Leadership–communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.

C-13 Negotiates-works toward agreements involving exchanges of resources; resolves divergent interests.

C-14 Works with Diversity–works well with men and women from diverse backgrounds.

SYSTEMS–Understands Complex Interrelationships

C-15 Understands Systems–knows how social, organizational, and technological systems work and operates effectively with them.

C-16 Monitors and Corrects Performance–distinguishes trends, predicts impacts on system operations, diagnoses systems performance and corrects malfunctions.

C-17 Improves or Designs Systems–suggests modifications to existing systems and develops new or alternative systems to improve performance.

TECHNOLOGY–Works with a Variety of Technologies

C-18 Selects Technology–chooses procedures, tools, or equipment, including computers and related technologies.

C-19 Applies Technology to Task–understands overall intent and proper procedures for setup and operation of equipment.

C-20 Maintains and Troubleshoots Equipment–prevents, identifies, or solves problems with equipment, including computers and other technologies.

FOUNDATIONS SKILLS

BASIC SKILLS–Reads, Writes, Performs Arithmetic and Mathematical Operations, Listens and Speaks

F-1 Reading – locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules.

F-2 Writing – communicates thoughts, ideas, information and messages in writing and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.

F-3 Arithmetic – performs basic computations; uses basic numerical concepts such as whole numbers, etc.

F-4 Mathematics – approaches practical problems by choosing appropriately from a variety of mathematical techniques.

F-5 Listening – receives, attends to, interprets, and responds to verbal messages and other cues.

F-6 Speaking – organizes ideas and communicates orally.

THINKING SKILLS–Thinks Creatively, Makes Decisions, Solves Problems, Visualizes and Knows How to Learn & Reason

F-7 Creative Thinking – generates new ideas.

F-8 Decision-Making – specifies goals & constraints, generates alternatives, considers risks, evaluates & chooses best alternative.

F-9 Problem Solving – recognizes problems, devises and implements plan of action.

F-10 Seeing Things in the Mind's Eye – organizes and processes symbols, pictures, graphs, objects, and other information.

F-11 Knowing How to Learn – uses efficient learning techniques to acquire and apply new knowledge and skills.

F-12 Reasoning – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

PERSONAL QUALITIES–Displays Responsibility, Self-Esteem, Sociability, Self-Management, Integrity and Honesty

F-13 Responsibility – exerts a high level of effort and perseveres towards goal attainment.

F-14 Self-Esteem – believes in own self-worth and maintains a positive view of self.

F-15 Sociability – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

F-16 Self-Management – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

F-17 Integrity/Honesty – chooses ethical courses of action.

National Association for the Education of Young Children (NAEYC)
Professional Standards and Competencies for Early Childhood Educators

Standard 1: Child Development and Learning in Context

1a: Understand the developmental period of early childhood from birth through age 8 across physical, cognitive, social and emotional, and linguistic domains, including bilingual/multilingual development.

1b: Understand and value each child as an individual with unique developmental variations, experiences, strengths, interests, abilities, challenges, approaches to learning, and with the capacity to make choices.

1c: Understand the ways that child development and the learning process occur in multiple contexts, including family, culture, language, community, and early learning setting, as well as in a larger societal context that includes structural inequities.

1d: Use this multidimensional knowledge – that is, knowledge about the developmental period of early childhood, about individual children and about development and learning in cultural contexts – to make evidence-based decisions that support each child.

Standard 2. Family-Teacher Partnerships and Community Connections

2a: Know about, understand and value the diversity of families.

2b: Collaborate as partners with families in young children's development and learning through respectful, reciprocal relationships and engagement.

2c: Use community resources to support young children's learning and development and to support families, and build partnerships between early learning settings, schools, and community organizations and agencies.

Standard 3. Child Observation, Documentation, and Assessment

3a: Understand that assessments (formal and informal, formative and summative) are conducted to make informed choices about instruction and for planning in early learning settings.

3b: Know a wide range of types of assessments, their purposes, and their associated methods and tools.

3c: Use screening and assessment tools in ways that are ethically grounded and developmentally, ability, culturally, and linguistically appropriate in order to document developmental progress and promote positive outcomes for each child.

3d: Build assessment partnerships with families and professional colleagues.

Standard 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices

4a: Understand and demonstrate positive, caring, and supportive relationships and interactions as the foundation of early childhood educators' work with young children.

4b: Understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child, recognizing that differentiating instruction, incorporating play as a core teaching practice, and supporting the development of executive function skills are critical for young children.

4c: Use a broad repertoire of developmentally appropriate, culturally and linguistically relevant, anti-bias, evidence-based teaching skills and strategies that reflect the principles of universal design for learning.

Standard 5. Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum

5a: Understand content knowledge – the central concepts, methods and tools of inquiry, and structure – and resources for the academic disciplines in an early childhood curriculum.

5b: Understand pedagogical content knowledge – how young children learn in each discipline – and how to use the teacher knowledge and practices described in Standards 1-4 to support young children's learning in each content area.

5c: Modify teaching practices by applying, expanding, integrating, and updating their content knowledge in the disciplines, their knowledge of curriculum content resources and their pedagogical content knowledge.

Standard 6. Professionalism as an Early Childhood Educator

6a: Identify and involve themselves with the early childhood field and serve as informed advocates for young children, families, and the profession.

6b: Know about and uphold ethical and other early childhood professional guidelines.

6c: Use professional communication skills, including technology-mediated strategies, to effectively support young children's learning and development and to work with families and colleagues.

6d: Engage in continuous, collaborative learning to inform practice.

6e: Develop and sustain the habit of reflective and intentional practice in their daily work with young children as members of the early childhood profession.

☐ I have reviewed the syllabus for this course and understand the requirements as described.

☐ I am familiar with the South Plains College **Student Guide** and agree to follow the code of conduct as given in the guide.

_____
Signature

There will be a section in Blackboard where you will acknowledge the above statements.